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THE ORGANIZATION OF THE DEPARTMENT OF
PEDAGOGY IN MIDDLEBURY COLLEGE

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SYLLABUS OF A COURSE IN SECONDARY EDUCATION

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INSTRUCTORS IN THE DEPARTMENT OF PEDAGOGY

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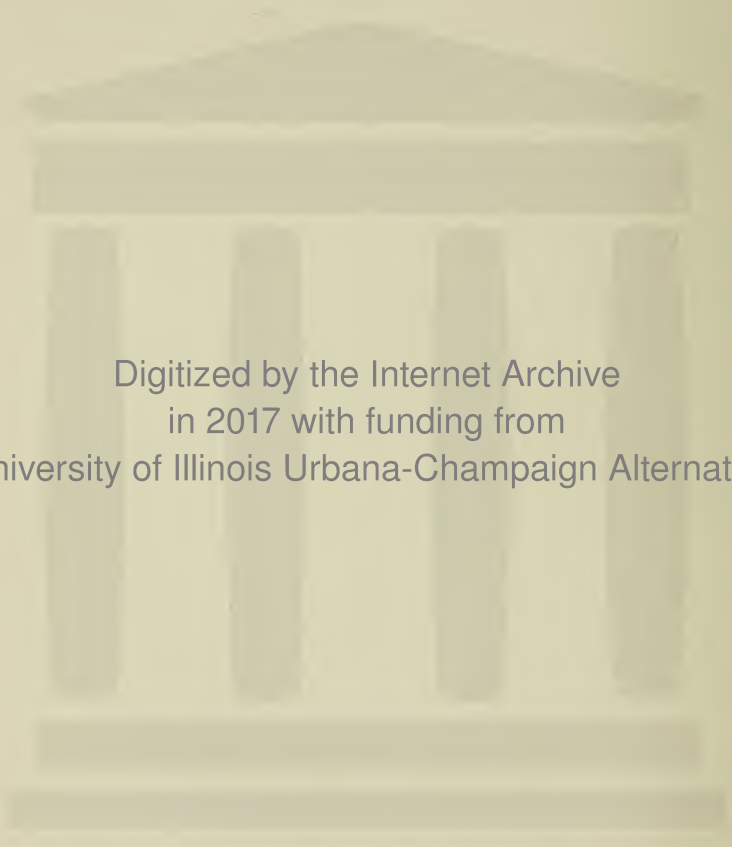
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THE ORGANIZATION OF THE DEPARTMENT OF PEDAGOGY IN MIDDLEBURY COLLEGE

ESTABLISHMENT

The Department of Pedagaogy in Middlebury College was established by action of the Legislature of Vermont in 1908. An act was passed which received the governor's signature, November 20, in that year, appropriating \$6,000 annually for this purpose in these words:—

“And six thousand dollars annually for the establishment and maintenance of a department of pedagogy in Middlebury College for the education and training of high school teachers in said institution.”

The establishment of such a department in Middlebury College was a natural outcome of the traditions and service of the institution. Large numbers of her graduates have gone to swell the ranks of teachers and many have undertaken their teaching in a professional spirit. About one-fifth of the living graduates of Middlebury College are teachers. The establishment of the new Department represents, therefore, a more scientific and elaborate development of the aim of the college and it does not imply an entirely new or unrelated departure from previous work.

ADVANTAGES OF A COLLEGIATE DEPARTMENT OF PEDAGOGY

In thus putting the stamp of her approval upon the systematic training of teachers for secondary schools, Middlebury moves in a direction common with many collegiate institutions that are striving to serve public needs.

There are several advantages in having such work performed by a college rather than by an institution on a distinct foundation. It adds to the number of educational efforts which are co-operative rather than competitive or merely duplicatory. Three-fourths of a secondary teacher's equipment lies in the liberal education represented by the baccalaureate degree. The college ought to surpass any other institution in supplying the remaining modicum representing the teacher's technique. A department of pedagogy, in other words, is most properly a closely integrated collegiate department, and not a separate institution on the one hand or a mere adjunct on the other. It is no small advantage to Vermont to have such a department supported from its inception by the institutional strength of the long established and rapidly growing college, a large educational plant and endowment, and an atmosphere rich with a century's academic traditions.

SOME HIGH SCHOOL PROBLEMS

Just what such a department can do to improve secondary teaching remains to be seen. The opportunities are apparent and urgent. Perhaps Vermont suffers no more than other states—the demand for improved high school instruction is universal—but recent developments in Vermont's educational history have accentuated the needs of her secondary schools. Several forces have operated to materially improve instruction in the elementary schools. Among them may be mentioned the work of the normal schools, which has established the superior value of the trained teacher, and the extension of the areas under

skilled supervision. The superintendent has acted for a shorter period than the normal schools as a professional impetus, but more powerfully, as a general tonic in the way of supervision in every union district. Both influences, and others which might be added, have operated principally to raise the level of the lower schools and thus to intensify the apparently low level of the high schools. The condition is not one attributable to any single cause. It has developed incidentally to the evolution of a larger and better school system. But it has resulted in thrusting upon many young, untrained, and inexperienced teachers a whole series of educational problems which needed the best judgment of trained and experienced men. The steadying influence of a few older men has been felt here and there in the State; the Schoolmasters' Club has now and then undertaken remedial and constructive work; the State Department of Education has contributed toward high school classification and unity; the Legislature has shown a willingness, upon occasion, to pass special measures relating to high schools; but such forces, acting rather as corrective than causative agencies, have not supplied the need of broad constructive effort based upon sound principles, developed in the very fibre of the teaching staff, and administered from some permanent, disinterested educational center. A department of pedagogy is by no means the only central agency for doing fundamental, constructive work; but by reason of its peculiar relations to the college, the schools, and the State, such a department is in a position to render impartial and highly influential service.

The contribution of such a department to better high school teaching alone would justify the cost of its maintenance, but there are indirect results of no less importance. Better control, better discipline, and better instruction in high schools will increase the incentives to high school education. The establishment of certain common standards and principles in the practice of college-trained high school teachers will result in a material contribution toward the general standardization of secondary work throughout the State. Scientific prevision will render teachers competent to conserve the physical and social welfare of their high school students without such aberrations as have been displayed in recent years in high school athletics and secret societies. Critical evaluation of studies, of individual capacities of pupils, and of local conditions will enable the future high school teacher to turn all suitable vocational influences to the benefit of the student, and assist in bridging the gap between the elementary and the higher institution. In short, through many channels of influence such a department may aid in the very essential work of bringing the high schools into more intimate and vital relations with their environment, so that more value will be realized in every community on every dollar of public money expended in high school education.

THE AIM OF THE DEPARTMENT

In view of the broad scope of work legitimately open to its effort, it will be well for the Department of Pedagogy to define its immediate aims rather clearly at the outset, for although the influence of its purposes, so

far as they are attained, will ultimately reach all the schools of the State, there are limits within which the Department must confine its direct efforts. To train teachers for high schools and superintendents for supervision comprehends the two-fold aspect of its efforts. This is said in a purely professional spirit and not in criticism of the splendid body of men and women now administering our schools. The Department of Pedagogy will strive to co-operate with all educational agencies, but will not attempt to compete with or imitate work which other existing specialized institutions, like the normal schools, can do to better advantage. Its work will be supplementary to that of such agencies. For example, it will reach the elementary school through the supervising force, but not through the teaching force; and in doing this it will fill a distinct need, for the work of the elementary school needs the personal services of a well-trained supervisory officer no less than those of a well-trained teacher. Thus, in addition to the direct stimulus which the Department hopes to become to the secondary schools, there is this much needed and perfectly possible contribution toward a better co-ordination of the entire educational system of the State as a whole, a contribution making for greater economy, less waste, more closely related efforts all along the line, and to this broad end of performing its greatest possible service to the public the Department desires officially and through the personal efforts of its members to contribute its appropriate share.

PLAN OF THE DEPARTMENT

The major part of a well equipped high school teacher's education will necessarily be furnished by the regular courses of collegiate instruction. No one more than a teacher needs broad and liberal culture. But also no other profession needs more careful determination of principles or more thorough development of technical skill. To provide these and at the same time meet the needs of the different classes of students who enter upon teaching, some more and some less tentatively, it has been thought best to organize the work of the Department along several closely related lines. The various courses of study are comprehended in the following groups or divisions of work:

- I. A FOUR-YEAR PEDAGOGICAL COURSE
- II. COLLEGIATE COURSES IN PEDAGOGY
- III. DEPARTMENTAL TEACHERS' COURSES
- IV. COLLEGE EXTENSION COURSES
- V. GRADUATE COURSES IN PEDAGOGY

This arrangement provides for all the typical groups of students, from the undergraduate who desires the briefest and most direct preparation for a year or two of teaching, to the teacher in service who finds herself lacking adequate professional training.

DESCRIPTION OF THE DIVISIONS OF WORK

I. THE PEDAGOGICAL COURSE: FOUR-YEAR PROGRAM

A Pedagogical Course has been organized to extend through the four college years—a period deemed necessary for adequately training a college student who intends to follow professionally any branch of educational work. This distribution of subjects permits training to a degree quite impossible in a department whose work is limited to the mere offering of electives. Such courses, however valuable in content, are shorn of much of their professional value through lack of proper sequence, relation, and integration. The Pedagogical Course places before the young men and women who enter college with the definite purpose of becoming teachers, the opportunity to enter at once, although gradually, upon the fulfillment of their purpose. It is believed that the consistent pursuit of a definite preparation for life work will contribute toward maintaining the high moral purpose with which many country boys and girls enter upon their higher education. The outline of this course is presented as the most feasible adjustment with the present work of the college departments.

The course leads to the degree of Bachelor of Arts. It permits an excellent integration of a student's work through college and encourages the planning of close relationships between pedagogical and non-pedagogical courses. It allows the highest degree of specialization consistent with the degree offered, and includes a liberal amount of observation and practice teaching in high school.

FRESHMAN YEAR

<i>Required</i>	FIRST SEMESTER	SECOND SEMESTER
	Latin 1	Latin 2
	English 1	English 2
	History 1	Pedagogy 1

Elective. Courses are offered in Greek, German, French, History, Mathematics, and Physics.

SOPHOMORE YEAR

<i>Required</i>	FIRST SEMESTER	SECOND SEMESTER
	English 3	Botany 2
	Pedagogy 2	Pedagogy 3
	Zoology 1	Logic

Elective. Courses are offered in Greek, Latin, English, German, French, History, Mathematics, Philosophy, Chemistry, Zoology, and Forestry.

JUNIOR YEAR

<i>Required</i>	FIRST SEMESTER	SECOND SEMESTER
	Pedagogy 4	Pedagogy 5
	Geology or } Chemistry } 1	Geology or } Chemistry } 2

Elective. Courses are offered in Greek, Latin, English, German, French, History, Mathematics, Philosophy, Physics, Chemistry, Zoology, Botany, Forestry, Geology, Political Science, and Social Science.

SENIOR YEAR

<i>Required</i>	FIRST SEMESTER	SECOND SEMESTER
	Practice } Teaching } 8	Practice } Teaching } 9
	Political Science 2	Political Science 5

Elective. Courses are offered in Greek, Latin, English, German, French, History, Mathematics, Physics, Chemistry, Philosophy, Zoology, Botany, Forestry, Geology, Political Science, Social Science, and Pedagogy, 6, 7.

For details of the elective courses, and of the required courses not described in the following pages, the catalogue for 1910-1911 should be consulted.

II. COLLEGIATE COURSES IN THE DEPARTMENT OF PEDAGOGY

The collegiate courses of the Department are intended to cover in the manner best suited to the needs of Middlebury College students the fundamentals of pedagogical theory and practice: psychology in its applications to educational problems, history of educational thought and practice, the technical equipment of the secondary teacher and the supervisor, and the development of the art of teaching. The course in Supervision is open only to students taking the four-year course. Other courses are free to election by students who desire an intelligent citizen's knowledge of the history, functions, and administration of the public school system, or who desire the briefest preparation for one or two years of teaching.

1. *Educational Psychology*

Ways of studying mental phenomena; the nervous system and its functions; the dawning of conscious life in a child; the development of senses and their part in education; types of normal psycho-physical activity; the steps in mental development; the period of adolescence; special functional studies; the psychological basis of method; how to study and how to teach; formulation of essential principles.

Second semester; three hours a week. Required of Freshmen in the Pedagogical Course. Elective for A. B. and B. S. Sophomores, Juniors and Seniors in 1910-11.

2. *History of Education in Europe*

Educational views and customs in ancient, mediaeval, and modern times. Education in the Homeric period; school life in old Greece; the new Greek education; early Roman education; Graeco-Roman schools and schoolmasters; the training of the

early Christians; the decline of classical learning and the rise of church control; the schools of the monasteries; scholasticism; the Universities of the Middle Ages; mediaeval student life; the educational significance of the Renaissance and the Reformation; the genesis of modern educational ideas and ideals. Texts, Monroe, *Brief History of Education*; Painter, *Great Pedagogical Essays*.

First semester; three hours a week. Required of Sophomores in the Pedagogical Course. Elective for A. B. and B. S. Sophomores, Juniors and Seniors in 1910-11.

3. *American Education*

Elements of American Educational History. The evolution of the American school system in its elementary, secondary, and collegiate features. These are traced from their colonial beginnings in transplanted European ideas, through their various modifications in colonial times, the Revolutionary era, and the period of national expansion and development. Principles are emphasized in this part of the course rather than multiplicity of details. The latter part of the course will be given up to special studies of certain educational movements, types of special schools, important institutions, and educational leaders.

Second semester; three hours a week. Required of Sophomores in the Pedagogical Course. Elective for A. B. and B. S. Sophomores, Juniors and Seniors in 1910-11.

4, 5. *Secondary Education*

Professional training for secondary teachers. Principles of education; methods; organization and management; school hygiene; observation of high school work. Among special topics of these divisions may be named the psychological factors of secondary work: the adolescent pupil, the school and society, the curriculum, the study process, the recitation process, principles of general method, special methods; and the physical factors: the school plant, with its lighting, heating, ventilation, and care, the school pupil in respect to health, posture,

infectious diseases, fatigue and nervousness; and such topics as types of secondary schools, the teaching staff, the day's work, discipline and control, local conditions and problems. Training in critique and drill is afforded through observation of teaching in high schools, under supervision, and by practice in text book criticism. Texts, DeGarmo, *Principles of Secondary Education*, I, II, with J. F. Brown, *The American High School* and Hollister, *High School Administration*, as supplementary.

First and second semesters; three hours a week. Required for Juniors of the Pedagogical Course. Elective for A. B. and B. S. Juniors and Seniors in 1910-11.

6, 7. *Supervision*

The evolution, administration, and supervision of public schools A study first of broad administrative principles growing out of American conditions; later, detailed studies of school politics, school law, school finances, and local problems illustrated in Vermont's educational history. Principles of supervision are established. A study of actual conditions as revealed by school reports is then made. Finally, the student himself is sent into the field to report his observations of the schools of Middlebury and vicinity. Such reports include school mechanism, architecture, conditions of buildings and grounds, programs of school work, tests of good teaching, suggested changes and modifications in the curriculum, grading and promotion of pupils, the hygiene and physical culture of the school, detection and treatment of deficient or abnormal pupils, the improvement of teachers in service, the use of library facilities by teachers and pupils, problems involving relations with parents, officials, and the general public. The course is designed only for those intending to become supervisors, and is open only to those who have taken courses 1 to 5 inclusive, as pre-requisites.

First and second semesters; three hours a week. Elective for Seniors in the Pedagogical Course.

8, 9. *Practice Teaching*

Teaching in public high school under supervision for one semester is required of all students of the Department of Pedagogy before graduation. The class will be divided for this purpose into two sections before the completion of Course 5. Students of Division I will elect Course 8 as a three hour course for the first semester and will receive teaching appointments accordingly, and students of Division II will elect Course 9 and receive similar appointments for the second semester. Observation will be prescribed at the discretion of the instructor, to precede, accompany, and follow the teaching appointments.

Three hours a week. Required of all Seniors in the Pedagogical Course.

III. TEACHERS' COURSES IN OTHER DEPARTMENTS

Through the co-operation of heads of departments, eleven related courses in pedagogy are now offered in the teaching of special subjects. These are of the utmost value to students designing to become teachers of special subjects; but they are commended for liberal election by all prospective teachers. Students are reminded, however, that a thorough study of the teaching of one subject is of more value than superficial or hasty work in several courses. These courses will be as follows for 1910-11:

Greek Literature, *Greek 9.*

Greek Life, *Greek, 10.*

Xenophon and Homer, *Greek 11.*

The Teaching of Preparatory Latin, *Latin 10.*

Vergil, *Latin 11.*

Outlines of Ancient and Mediaeval Art, *Latin 12.*

Methods in the Teaching of English, *English 12.*

A General View of German Literature, *German 11.*

Methods of Teaching Modern Languages, *German 12.*

French Syntax, *French 11.*

Ancient History: Teachers' Course, *History 8.*

Descriptive outlines of these courses will be found in the college catalogue 1910-11, under the departmental numbers indicated.

IV. COLLEGE EXTENSION COURSES IN PEDAGOGY

College extension courses include pedagogical work offered under the following heads:

SATURDAY SESSIONS,
THE SUMMER SESSIONS,
COLLEGE EXTENSION LECTURES.

The Saturday Sessions offer to high school teachers of Middlebury and vicinity an opportunity to do systematic work at the College on Saturdays. In 1909-10, the courses offered are *The History of Education to the Reformation.*

Organization and Management of Secondary Schools.

The College Extension Lectures will be offered from time to time both by visiting lecturers and members of the college faculty. They are open to the general public, do not form a connected series, and may not be counted for degrees.

Summer Session Courses may be pursued by all teachers and counted by properly qualified candidates for the degree of Master of Arts. This degree may be pursued either wholly or partially in the Department of Pedagogy.

OUTLINE OF SUMMER SESSION COURSES IN PEDAGOGY

1. European Education to the Reformation.
2. European Education from the Renaissance.
3. Elements of American Educational History.
4. Studies in American Education.
5. School Administration and Supervision.
6. The Psychological Factors in Secondary Education.
7. The Physical Factors in Secondary Education.
8. The Growth of Secondary Education in America.
9. Current Problems in Secondary Education.
10. School Hygiene.

A further announcement will be made of the Summer Session Courses in the February Bulletin. It is expected that courses 1, 3, 5, 8, 9, and 10 will be offered in 1910.

V. GRADUATE COURSES IN PEDAGOGY

Students qualified to become candidates for the degree of Master of Arts may count work done in Saturday and Summer Sessions and also courses completed *in absentia* for credits toward the degree. Persons interested in this division of the work of the Department are invited to correspond with either of the instructors or with Professor Myron R. Sanford, Chairman of the Committee on Graduate Instruction. A list follows of the courses being organized, with a description of those in which work may now be begun:

1. Physical and Mental Development.
2. History of European Education to the Reformation.
3. History of European Education from the Renaissance.
4. History of American Education.
5. Studies in American Education.
6. The Principles of Secondary Education.
7. School Administration and Supervision.
8. School Hygiene.
9. Thesis.

Of these courses the following are offered for graduate study in 1910-11:

1. *Physical and Mental Development.* A study of principles of growth and phases of mental development through infancy, childhood, and adolescence. Kirkpatrick, *Genetic Psychology*; Tyler, *Growth and Education*; and Miller, *The Psychology of Thinking* will be read in this course, and an examination will be made of studies of childhood which have a possible application to public school work.
Dr. Collins.

2. *History of European Education to the Reformation.* An extensive reading course designed to furnish a knowledge of Greek, Roman, Christian and Teutonic practice and

philosophy in education. Monroe, *Text Book in the History of Education*; Monroe, *Source Book of the History of Education*; Painter, *Great Pedagogical Essays*; Whitcomb, *Source Book of Italian Renaissance*; Whitcomb, *Source Book of the German Renaissance*; and Monroe, *Thomas Platter and the Educational Renaissance* will be read in whole or in part. Dr. Collins.

6. *The Principles of Secondary Education*. A study of the theory of education and methods of teaching in their application to high schools and academies.

Required readings: Brown, J. F., *The American High School*; De Garmo, *Principles of Secondary Education*: Vol. I, *The Studies*; Vol. II, *Processes of Instruction*; Hollister, *High School Administration*; Whipple, *Guide to High School Observation*. In addition to the above readings, each candidate will be required to become familiar with the best methods of teaching a secondary school subject, which should be his specialty, through the study of a standard work on special method.

Asst. Professor McFarland.

7. *School Administration and Supervision*. Systematic study of the problems offered by the supervisory district to the managing school officers. The course is designed to prepare principals and teachers for supervisory positions. Dutton and Snedden, *Administration of Public Education in the United States*; Chancellor, *Our Schools: Their Administration and Supervision*; Shaw, *School Hygiene*; Rowe, *Physical Nature of the Child*; Kern, *Among Country Schools*, are among the required readings. Personal observation and study of school systems, with critical reports, are made an essential part of the course.

Dr. Collins.

The above courses may be pursued *in absentia*, but it will be greatly to a candidate's advantage to attend the Summer Sessions. Personal conferences and examinations will be held at the discretion of the instructor in charge of the course. Regular reports must be made at the end of each semester.

SYLLABUS OF A COURSE IN SECONDARY EDUCATION

GENERAL SURVEY OF THE COURSE

A. HISTORICAL INTRODUCTION

- I. COLONIAL GRAMMAR SCHOOLS
- II. ACADEMIES AND HIGH SCHOOLS
- B. PSYCHOLOGICAL FACTORS
- I. THE ADOLESCENT PUPIL
- II. THE FUNCTION OF THE SCHOOL
- III. THE STUDIES
- IV. THE STUDY PROCESS
- V. THE RECITATION PROCESS

C. PHYSICAL FACTORS

- I. HYGIENIC CONDITIONS
- II. ORGANIZATION AND MANAGEMENT
- III. LOCAL CONDITIONS AND PROBLEMS
- D. CRITIQUE AND DRILL

- I. OBSERVATION
- II. PRACTICE TEACHING
- III. TEXT-BOOK CRITICISM

DETAILS OF THE COURSE

A. HISTORICAL INTRODUCTION

I. COLONIAL GRAMMAR SCHOOLS.

Influence of the Grammar Schools of old England. Colonial Grammar Schools: their number, location, and characteristics. School Systems, Schoolmasters, Books and Equipment.

References:

Brown, E. E., *The Making of Our Middle Schools*, Chs. I-VII, pp. 1-154. Brown, J. F., *The American High School*, Ch. I, pp. 1-14. Boone, R. G., *Education in the United States*, Chs.

I-III, pp. 1-60. Dexter, E. G., History of Education in the United States, Chs. I-IV, pp. 1-72. Hollister, H. A., High School Administration, Ch. I, pp. 11-15. Johnson, C., Old Time Schools and School Books, 381 pages. Martin, G. H., The Evolution of the Massachusetts Public School System, Chs. I-II, pp. 1-89. Swett, J., American Public Schools, Ch. I, pp. 1-33.

II. ACADEMIES AND HIGH SCHOOLS.

Rise of American Academies; their character, growth and influence. State Systems of Secondary Education. Courses of Study. High Schools. Recent Tendencies.

References:

Brown, E. E., Chs. VIII-XX, pp. 155-480. Brown, J. F., Ch. I, pp. 14-38; Ch. XIII, pp. 362-407. Boone, Ch. V, pp. 70-78; Ch. XIX, pp. 338-347. Dexter, Chs. VI-IX, pp. 90-140; Ch. XII, 170-181. Hanus, P. H., A Modern School, Ch. II, pp. 43-67. Hollister, Ch. I, pp. 15-27. Martin, Chs. III-VI, pp. 90-277, passim. Swett, Chs. II-IV, pp. 93-117.

B. PSYCHOLOGICAL FACTORS

I. THE ADOLESCENT PUPIL.

Relation of the School to the Pupil. Physical, intellectual, emotional, social, and moral aspects of adolescents. Development of special instincts. Defective organs. Types of adolescents. Age and sex in relation to school work.

References:

Arnold, F., School and Class Management, Ch. VI, pp. 145-176. Bagley, W. C., The Educative Process, Ch. XII, pp. 195-202. Brown, J. F., Ch. VIII, pp. 243-268. Hall, G. S., Adolescence, 2 vols; Youth: Its Education, Regimen and Hygiene, 366 pages. Hollister, Ch. VIII, pp. 156-170. Newsholme, A., School Hygiene, Ch. XI, pp. 70-82. Rowe, S. H., Physical

Nature of the Child, Ch. XII, pp. 115-145. Taylor, A. R., The Study of the Child, Ch. XXI, pp. 179-207. Tyler, J. M., Growth and Education, Ch. XIII, pp. 179-197.

II. THE FUNCTION OF THE SECONDARY SCHOOL.

Its relation to elementary schools, to higher educational institutions, to the pupil, and to the State. Student organizations; class and school organizations; military drill and athletic associations; secret societies.

References:

Bagley, W. C., The Educative Process, Ch. II, pp. 23-39. Brown, J. F., Ch. II, pp. 39-85; Ch. XII, pp. 342-361. Butler, N. M., The Meaning of Education,—The Function of the Secondary School, pp. 151-183. Dewey, J., The Educational Situation, II. As Concerns Secondary Education, pp. 50-79. Dutton, S. T., School Management, Chs. XVI-XVII, pp. 193-224. Dutton and Snedden, Administration of Public Education in the United States, Ch. XX, pp. 360-365. Eliot, C. W., Educational Reform,—The Gap Between Common Schools and Colleges, pp. 197-219; The Function of Education in Democratic Society, pp. 401-418. Hanus, P. H., A Modern School, pp. 113-152; Educational Aims and Educational Values, pp. 73-138. Hollister, Ch. III, pp. 49-60; Ch. XIII, pp. 237-252; Ch. XV, pp. 265-279. Horne, H. H., The Philosophy of Education, Chs. I-IV, pp. 97-168. Jenks, J. W., Citizenship and the Schools, 264 pages. O'Shea, M. V., Education as Adjustment, Part II, pp. 57-153. Whitcomb, C. T. C., Organizations among High School Pupils, 22 pages.

III. THE STUDIES.

Basis of selection. Function and relative worth of secondary school studies. Classification into convenient groups. Programs of studies. Constants. Electives.

References:

Bain, A., Education as a Science, Chs. V-VII, pp. 146-229; Ch. XI, 390-397. Chamberlain, Standards in Education, Ch. IV, pp. 102-117. De Garmo, C., Principles of Secondary Education,

Vol. I,—The Studies, 293 pages. Hollister, Ch. VII, pp. 116-155. McMurry, C. A., The Elements of General Method, Ch. II, 20-83. Report of the Committee of Ten on Secondary School Studies, 249 pages. Roark, R. N., Method in Education, Ch. VII, pp. 96-102.

IV. THE STUDY PROCESS.

The purpose of study. Fixing attention. Arousing interest. Culture of memory and imagination. The will and habits. Faculties of reflection. Self-culture. The use of books; where knowledge is. How knowledge is gained; method of learning. Influence of environment.

References:

Chamberlain, Ch. VIII,—Study and Preparation, pp. 189-198. Compayré, G., Lectures on Pedagogy, Chs. III-XI, pp. 52-244. Earhart, L. B., Teaching Children to Study, 112 pages. Hinsdale, B. A., The Art of Study, 266 pages. McMurry, F. M., How to Study and Teaching How to Study, 324 pages. Salisbury, A., The Theory of Teaching, Ch. XLVIII,—The Art of Study, pp. 320-325. Todd, J. T., The Students' Manual, 402 pages.

V. THE RECITATION PROCESS.

a. General Method.

Purpose of instruction. Forms of instruction: lectures, recitations, drill and laboratory exercises. Methods of treating topics: heuristic, Socratic, individual, developmental, inductive, deductive, analytic, synthetic. The parts of the recitation.

References:

Bagley, W. C., The Educative Process, Chs. XIX-XXII, pp. 284-334. Bain, Ch. VIII, pp. 230-310. Chamberlain, Ch. IX, pp. 199-218. De Garmo, Vol. II, Processes of Instruction, 193 pages. Hamilton, S., The Recitation, 369 pages. Hollister, Ch. XI, pp. 202-218. McMurry, C. A. and F. M., The Method of the Recitation, pp. 84-339. Roark, Chs. I-VI, pp. 1-95. Salisbury, Ch. XXVI, pp. 178-191.

b. Special Methods.

1. The exact sciences—mathematics, physics, chemistry.

References:

Hanus, P. H., Educational Aims and Educational Values, VI.—The Preparation of the High School Teacher of Mathematics, pp. 141-163. McLellan and Dewey, The Psychology of Number, pp. 1-92. Smith and Hall, The Teaching of Chemistry and Physics, 384 pages. Young, J. W. A., The Teaching of Mathematics, 346 pages.

2. The biological and earth sciences—physiology, zoology, botany, physical geography, geology.

References:

Howe, E. G., Systematic Science Teaching, 336 pages. Lloyd and Bigelow, The Teaching of Biology in Secondary Schools, 500 pages. Schmucker, S. C., The Study of Nature, pp. 1-88.

3. Languages: ancient, modern, the Mother Tongue.

References:

Bennett and Bristol, The Teaching of Latin and Greek, 354 pages. Blakely, G. S., Teachers' Outlines for Studies in English, 174 pages. Carpenter, Baker and Scott, The Teaching of English, 375 pages. Chubb, P., The Teaching of English in the Elementary and Secondary Schools, 411 pages. Heydrick, B. A., How to Study Literature, 150 pages. Hinsdale, B. A., Teaching the Language Arts, 213 pages. McDonald, J. W., Language Instruction in High Schools of Massachusetts, 64 pages. McMurry, C. A., Special Method in the Reading of English Classics, 254 pages. Methods of Teaching Modern Languages, Several Authors, 217 pages. Potter, F. H., The Teaching of Elementary Latin, 55 pages.

4. History, civics and commercial geography.

References:

Bourne, H. E., The Teaching of History and Civics, 395 pages. Channing and Hart, Guide to the Study of American History, 471 pages. Compayré, G., Ch. V,—The Teaching of History, pp. 343-361. Hinsdale, B. A., How to Study and Teach History, 365 pages. History Syllabus for Secondary Schools,

Several Authors, 375 pages. Mace, W. H., Method in History, 311 pages. Methods of Teaching and Studying History, Several Authors, 391 pages.

C. PHYSICAL FACTORS

I. HYGIENIC CONDITIONS.

a. Material.

1. School building: site, grounds, building material, kinds of architecture.

References:

Baldwin, J., School Management and School Methods, Ch. V, pp. 57-63. Briggs, W. R., Modern American School Buildings, Chs. I-VII, pp. 1-106; XIII-XVI, pp. 195-411. Dutton, Ch. IV, pp. 48-51. Dutton and Snedden, Ch. XI, pp. 172-181. Hollister, Ch. IV, pp. 61-71. Marble, A. P., Sanitary Conditions for School-houses, Appendix IV-V, pp. 97-123, and plates. Newsholme, A., Chs. I-II, pp. 1-11. Search, P. W., An Ideal School, Ch. V, pp. 74-103. Shaw, E. R., School Hygiene, Chs. I-II, pp. 1-64. Wheelwright, E. M., School Architecture, Ch. I, pp. 1-17; Chs. VII-XII, pp. 142-324.

2. Heating, ventilation, lighting and sanitation.

References:

Briggs, Ch. IX, pp. 119-134; Chs. XI-XII, pp. 154-193. Dutton, Ch. IV, pp. 57-60; Ch. V, pp. 61-72. Dutton and Snedden, Ch. XII, pp. 187-199; 205-207. Marble, Ch. I, pp. 8-38; Ch. II, pp. 39-53. Newsholme, Chs. IV-VIII, pp. 17-53. Shaw, Chs. IV-V, pp. 65-127; Ch. IX, pp. 183-191. Vermont Board of Health, Report on School Buildings. Wheelwright, Ch. XI, pp. 263-285.

3. Corridors, coat-rooms, stairways, fire-escapes.

References:

Briggs, Ch. VIII, pp. 107-116; Ch. X, pp. 139-148. Dutton, Ch. IV, pp. 55-57. Dutton and Snedden, p. 182. Shaw, Ch. II, pp. 36-45.

4. Assembly and study halls, recitation rooms, desks.

References:

Brown, J. F., pp. 181-189. Dutton, Ch. XVII, pp. 223-224. Dutton and Snedden, Ch. XI, p. 184; Ch. XII, pp. 199-204. Mann, C. W., School Recreations and Amusements, Ch. II, pp. 45-56. Newsholme, Ch. II, pp. 12-16. Shaw, Ch. I, pp. 1-29; Ch. II, pp. 45-57; Ch. VII, pp. 135-156. Medical Inspection, Massachusetts Board of Education, pp. 28-30.

5. Library, laboratories, museums, shop-room, text-books and school supplies.

References:

Baldwin, Chs. VIII-IX, pp. 75-90. Brown, J. F., pp. 184-188. Dutton and Snedden, Ch. XIII, pp. 208-229. Hollister, Ch. IV, pp. 73-76; Ch. V, pp. 77-88. Jenks, J. W., Ch. IX, pp. 199-264.

b. Physical.

1. Playgrounds, gymnasiums, baths, emergency room. Home and school conditions affecting health. The supervision of play.

References:

Allen, W. H., Civics and Health, Ch. XII, pp. 115-123; Chs. XVII-XXI, pp. 166-189. Baldwin, Ch. IV, pp. 38-42. Newsholme, Ch. XVI, pp. 102-103; Ch. XIX, pp. 131-140. Rowe, Ch. IX, pp. 83-92; Ch. XIII-XIV, pp. 146-157. Shaw, Ch. VI, pp. 128-134. Tyler, J. M., Chs. XIV-XV, pp. 198-227.

2. Care of the ear and eye; tests for impaired vision and hearing. Examination of the nose, throat and teeth. Mouth-breathing and inefficiency.

References:

Allen, Ch. V, pp. 45-56; Chs. VII-IX, pp. 72-103. Kirkpatrick, E. A., Fundamentals of Child Study, Ch. XVII, pp. 338-344. Martin, G. H., School Hygiene in Massachusetts,—School Hygiene, 46 pages; Medical Inspection, 27 pages. Newsholme, Ch. XVII, pp. 104-115. Rowe, Chs. II-III, pp. 8-35. Shaw, Ch. IX, pp. 170-183; 191-199. Standard Vision Chart for Schools, Vermont.

3. Infectious diseases: their detection, prevention and treatment.

References:

Allen, Ch. VI, pp. 57-71. Infectious Diseases of School Children. A manual for the use of teachers. Connecticut Board of Health, 14 pages. Newsholme, Ch. XVIII, pp. 116-130. Rowe, Ch. IX, pp. 83-92. Shaw, Ch. XII, pp. 235-258.

4. Unhygienic postures,—sitting, standing, walking. Corrective and preventive gymnastics, without equipment.

References:

Bagley, W. C., Classroom Management, Ch. VI, pp. 81-85. Hall, G. S., Youth, Chs. V-VI, pp. 53-119. Rowe, Chs. X-XI, pp. 93-114. Shaw, Ch. VIII, pp. 157-169.

5. Fatigue and nervousness; definition of fatigue; causes, symptoms, tests. Nervousness; tests for nervousness and chorea. Influence of individual program, examinations, home study, outside work, food and sleep. Remedial exercises.

References:

Allen, Chs. XIII-XIV, pp. 124-151. Gulick, L. H., Mind and Work, pp. 89-139. Kirkpatrick, Ch. XVII, pp. 321-338. Newsholme, Ch. X, pp. 62-69. Rowe, Chs. VII-VIII, pp. 62-82. Shaw, Ch. XI, pp. 227-234. Taylor, A. R., Ch. XXII, pp. 195-207.

II. ORGANIZATION AND MANAGEMENT.

a. Types of secondary schools.

Public high schools. Private high schools and academies, denominational and nonsectarian; characteristics and tendencies. Department, district, township, and independent high schools. English, classical and composite schools. Manual training, industrial and agricultural high schools.

References:

Brown, J. F., pp. 169-176. Chancellor, W. E., Our Schools: their Administration and Supervision, Ch. VIII, pp. 217-236. Jewell, J. R., Agricultural Education, 148 pages. Report, Commissioner of Education, 1908, pp. 859-891.

b. The Teaching Staff.

Academic scholarship. Professional training. Personality. Experience. Examination and certification. Improvement in service. Salary. Tenure of office. Promotions. Pensions.

References:

Arnold, F. School and Class Management, Ch. I, pp. 1-25. Baldwin, J. Ch. III, pp. 26-37. Brown, J. F., Chs. VI-VII, pp. 193-242. Chamberlain, A. H., Ch. X. Training, Professional Growth, and Recompense of the Teacher, pp. 219-265. Dutton, Ch. III, pp. 32-47. Dutton and Snedden, Chs. V-VI, pp. 241-299. Hollister, Ch. VII, pp. 89-115. James, W., Talks to Teachers on Psychology, Ch. I, pp. 1-10. Luckey, G. W. A., The Professional Training of Secondary Teachers in the United States, 391 pages. National Society for the Scientific Study of Education, The Fourth Year Book, 1905; The Education and Training of Secondary Teaching, pp. 11-62; The Fifth Year Book, 1906; The Certification of Teachers, pp. 5-93. Report of the Committee of Seventeen on the professional training of high school teachers; in Proc. N. E. A., 1907: 521-668. Thorndike, E. L., The Teaching Staff of Secondary Schools in the United States, 60 pages. Vermont Schoolmasters' Club; report of the Committee on Salaries and Pensions, 24 pages.

c. Routine of Daily Work.

Organization of the school. Distribution of authority. Classification of pupils. Attendance, absence, tardiness. Grading and promotion. The daily program. Correlation of studies. Teachers' meetings. Records and reports.

References:

Bagley, W. C., Classroom Management, Part I, Chs. I-IV, pp. 13-80. Baldwin, Ch. XX, pp. 201-216. Dutton, Ch. VI, pp. 73-85; Ch. X, pp. 124-139. Dutton and Snedden, Chs. XIX-XX, pp. 341-385. Hollister, Ch. XII, pp. 219-236; Ch. XIV, pp. 253-264. Picard, J. L., School Supervision, Chs. X-XI, pp. 68-110. Raub, A. N., School Management, Ch. II, pp. 62-84. Report of the Committee of Ten. Thompkins, A., School Management, pp. 108-133. White, E. E., School Management, pp. 80-102.

d. Discipline and Control.

Conditions that assist control. Self-control and self-government. School city. School activities. School incentives, natural and artificial. Religion in school. Penalties,—ends, nature, conditions. Corporal punishment. The incorrigible: legal definition of.

References:

Arnold, F., Chs. VIII-XII, pp. 186-396. Bagley, Chs. VII-VIII, pp. 92-136. Baldwin, Part III, Chs. X-XIV, pp. 93-146. Brown, J. F., Chs. X-XI, pp. 285-341. Compayré, Chs. XI-XII, pp. 447-476. Dutton, Chs. VII-VIII, pp. 86-110. Hollister, Chs. IX-X, pp. 171-201; Ch. XVI, pp. 280-289. Page, D. P., *Theory and Practice of Teaching*, Ch. X, pp. 182-246. Raub, Ch. V, pp. 171-242. Vermont Statutes. Vermont School Laws, Acts of 1908. White E. E., *School Management*, 309 pages.

III. LOCAL CONDITIONS AND PROBLEMS.

Standardization of secondary schools: in school building, hygienic condition, library, reference works, laboratory rooms and equipment, teaching force, courses of study, State inspection of secondary schools. Agricultural high schools. Manual and industrial training. Free tuition, text-books and supplies, Art cabinets, museums, lecture courses. Medical inspection.

References:

Bush, G. G., *History of Education in Vermont*, Chs. II-III, pp. 50-137. College Certificate Board Reports. College Entrance Examination Board Reports. Report of the Committee of Ten on Secondary School Studies. Report of the Committee of Seventeen. Regents' Reports, University of the State of New York. Vermont School Reports, 1906, pp. 16-55; 1908, pp. 29-49.

D. CRITIQUE AND DRILL

I. OBSERVATION.

The spirit of observation. The preparation of the observer. The field of observation: the school plant; the school at work; the teacher's part; the pupil's part; the recitation,—economy of time, assignments, the five formal steps, passing of classes. Con-

sultations with teachers, principals and superintendents. Critical report on observations.

References:

Farrington, Stryer and Jacobs. Observation and Practice Teaching in Colleges and University Departments of Education, 80 pages. Luckey, G. W. A., The Professional Training of Secondary Teachers in the United States, Ch. V, pp. 206-213. Report of the Committee of Seventeen on the professional preparation of high-school Teachers. Whipple, G. M., High School Observation, 42 pages.

II. PRACTICE TEACHING.

The student-teacher's preparation for practice teaching: knowledge of special methods, study of local conditions, observation of teaching, consultation with critic, planning the work, preparation of outline lessons. Development of the steps of the recitation. Study of results. Report to critic.

References:

The same as for Observation. Also, Report of the Committee of Fifteen, pp. 34-39; 135-158. Nat. Soc. for the Scientific Study of Education, Second Year book, Part II, pp. 7-57.

III. TEXT-BOOK CRITICISM.

a. Mechanical features: binding, cover design, paper, print.

b. Illustrations: pictures, maps, charts, diagrams; their artistic merit, their relation to the text.

c. The text: the author's scholarship and distinctive philosophy as shown in the work and method of treatment; the scope of the book; grade of work to which it is best adapted; comparison with other best books; objectional features, as religious, sectional or moral prejudices; distinctive point of superiority of the work.

References:

Carpenter, Baker and Scott, The Teaching of English, pp. 335-341. Gayley and Scott, Methods and Materials of Literary Criticism, Part I, Theory of Criticism, pp. 1-54. F. Harrison, The Choice of Books, 153 pages. Newsholme, pp. 113-114. Shaw, School Hygiene, Ch. IX, pp. 171-181.



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